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ABSTRACT

In response to rising public criticism of the media and demand for accountability, leaders among professional journalists are calling for a renewed emphasis on codes of ethics and deliberate attention to moral action. In examining the importance and relevance of ethics to high school journalism, three principles for the teaching of ethics emerge: (1) a philosophical distinction between the legal rights and moral implications is essential; (2) case studies and concrete examples need to be used as tools for classroom discussion; and (3) the process of decision making and analytical thinking should be the central focus of the unit. Three examples of ideal teaching units are a unit prepared by Dennis Cripe that emphasizes ethical concepts separate from legal rights, a unit on moral decision making, and a unit used at a high school summer journalism institute at the University of South Carolina College of Journalism, in which case studies are presented and students are forced to consider the moral implications apart from the legal considerations. (A model for ethical decision making is included.) (DF)

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JOURNALISM ETHICS IN SECONDARY EDUCATION: PRINCIPLES AND GUIDELINES FOR DECISION MAKING WITHIN A SYSTEMATIC FRAMEWORK OF MORAL ALTERNATIVES

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A paper submitted for presentation at the annual convention of the Secondary Education Division of the Association for Education in Journalism and Mass Communication, Memphis, Tennessee. August 1985.

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ABSTRACT

JOURNALISM ETHICS IN SECONDARY EDUCATION:
PRINCIPLES AND GUIDELINES FOR DECISION MAKING
WITHIN A SYSTEMATIC FRAMEWORK OF MORAL ALTERNATIVES

Rising public criticism of the media and demand for accountability is culminating in costly and highly publicized legal confrontation, litigation that leads some professional journalists and journalism educators to consider these costs too great for the American press. Indeed, the supreme loss may be the lack of public support for First Amendment freedoms and the ultimate undermining of journalism as a profession.

Thus, leaders among professional journalists are calling for a renewed emphasis on codes of ethics and deliberate attention to moral action. Leading educators in higher education are increasing the number of ethics courses offered within the journalism curriculum and are giving more emphasis to the teaching of traditional ethical alternatives.

Should journalism educators on the secondary level join this new ethical imperative? Should high school journalism students be introduced to analytical thinking as a basis for ethical decision making on a publication staff or in the journalism class?

This paper is an attempt to show the importance and relevance of ethics to high school journalism. It will suggest three basic principles for the teaching of ethics: 1) a philosophical distinction between the legal rights and moral implications is essential; 2) case studies and concrete examples need to be used as tools for classroom discussion; 3) the process of decision making and analytical thinking should be the central focus of the unit.

Examples of three teaching units in ethics are reviewed in the paper. These units are recognized as exemplary in the teaching of ethics.

Finally, a model for ethical decision making is suggested as a step-by-step process for decision making in the high school journalism classroom. It is a model that sets forth specific procedures for thinking through a moral dilemma and one that gives the decision maker a frame of reference for his decision.

The Age of Accountability is upon all in journalism: educators on the college and university levels, advisers and journalism teachers on the secondary level, and professional journalists in all areas of the media.

How we react to this rising tide of public criticism and scrutiny is the supreme test for the future of journalism. The situation can be defined in terms of survival of the media in a free society.[1] Credibility and freedom of the press are unquestionably interrelated. Ultimately, the public perception of the media -- that the media is unethical -- will affect the degree of public support for freedom of the press under the First Amendment.

Recent research initiated by the Society of Professional Journalists, Sigma Delta Chi and done by the marketing research firm of Clark, Martire and Partloemeo confirms this public attitude toward the press. In focus groups around the country three revealing statements occurred time after time: 1) the media is arrogant, 2) the media violates standards of good taste, and 3) the media is unable to get the facts straight.[2]

Moreover, the press is like a "closed club which very carefully makes sure that when there is any attack on one, no matter how egregious the error has been, the club closes ranks and refuses to concede the error," charges Hodding Carter, former spokesman for the State Department.[3] This view reflects the

popular perception that the press is powerful and inaccessible.

As a result of this increasing suspicion and hostility, the public is more prone to take the media to court demanding accountability. Two highly publicized libel cases in early 1985, the Westmoreland-CBS case and the Sharon-Time, Inc. case, revealed a public armed to fight what they perceive to be unethical and illegal action on the part of the media.

The costs are heavy. For instance, the General William Westmoreland-CBS libel case, sometimes labeled the Libel Case of the Century, in 18 weeks cost a staggering $5 to $8 million.[4]

Money is not all that is being lost in this confrontation.

"Everybody lost...but the big loser is journalism itself," said John Chancellor in his NBC News Commentary after the Westmoreland-CBS decision.[5] Chancellor wondered if Time in breaking its own rules of reporting in the Sharon story and CBS in its tricky editing of the "60 Minutes" documentary did nothing more than increase the level of suspicion and decrease the already damaged credibility of the media in America.

Among both professionals and educators, there are those who agree that the profession is losing too much in the court battles and suggest that the loss is not just money, but it is the cost in time, energy, stress and mental drain.

Speaking at a symposium on the future of journalism and mass communication, Dwight Teeter, president-elect of Association for Educators in Journalism, said, "Headline-seeking lawyers backed by fat-cat foundations see the media as some kind of great monster who use their power arrogantly and without regard to human sensitivity."[6]

Teeter suggested that the high cost of litigation will force

the media to concentrate on ethical and not legal action. As a result, he foresees a new spirit of humility and accessibility. The costs in money, time, energy and stress may have forced the profession into facing what Teeter called a "new imperative -- an ethical imperative."[7]

PROFESSIONALS DOING OUGHT TALK

Other positive signs signal a renewed focus on personal ethics within the profession itself. One outspoken leader is Jean Otto, founder and president of the First Amendment Congress and former president of the Society of Professional Journalists. She emphasizes the profession's growing concern for developing ethical and moral responsibility within each professional journalist.

Ms. Otto, editorial page editor of the Rocky Mountain News in Denver, warns that the ethical standards of the American press reflect the personal moral development of each journalist in the profession. She explains that there is wide and diverse definition of journalism ethics, adding that ethics goes as broad and as deep as communication itself but ethics has to be personal.[8]

Agreeing that ethics is personal, Dr. Louis Inglehart, professor emeritus, Department of Journalism, Ball State University, defines ethics as personal commitment and encouragement to do what one should do. "In considering an ethical decision, take out the imperative 'you must' and replace it with 'you should'," [9] Inglehart told high school and college advisers meeting at the 1985 midwinter meeting of the secondary education division of the Association of Educators in Journalism and Mass Media.

Louis Hodges, director of a group concentrating on the study of applied ethics at Washington and Lee University, defines ethics as reasoned discourse about matters of right and wrong, about matters of moral values and moral principles. It is talk about what people "ought to do to each other, about the way we ought to behave toward each other."[10] Hodges calls ethics "ought talk."

The authors of "Moral Education in the Schools"[11] define ethics in broader terms saying that morality is concerned with doing good, with sacrifice, altruism, love, courage, honor and compassion. It is concerned with fidelity and large-mindedness regarding one's station, commitments, family, friends, colleagues and society in general.

It is encouraging to note that more and more professional journalists are participating in "ought talk."

Speaking to the American Society of Newspaper Editors in May 1982 as he left office as president of the group, Michael J. O'Neill faced mixed reaction from his colleagues when he called for a more sensitive press, one playing a less adversarial role.

"We should develop a more sensitive value system to be sure we do not needlessly hurt public figures while exaggerating the public's right to know," he said.[12]

"Rights do not have to be exercised just because they exist or because there is a story to be told," he declared, adding that the legitimate public need should be weighed against personal harm.[13]

Echoing this call for a deeper commitment to ethical decision making, Phil J. Record, president of SPJ,SDX wrote in the fall 1984

Journalism Ethics Report: "Too often we print or broadcast because 'it is our right' not because it is right.'"[14]

TEACHING ETHICS IN HIGHER EDUCATION

Educators on the college and university levels are reacting to the public attitude with renewed commitment to the teaching of ethics as part of the journalism curriculum. Journalism schools teach journalistic character as well as journalistic skills. Teaching appropriate behavior and instilling a desire to practice those appropriate behaviors are basic to professional character and are essential to a professional education.[15] Learning what to value, as well as how to make those value judgments, is as much a part of journalism education as learning how to write.

A 1980 report on the teaching of ethics in journalism education, sponsored by the Hastings Center, revealed that 27 percent of the journalism schools taught a specific course in ethics, while 73 percent of the schools taught ethics as the issues were raised in the classroom.[16]

Four years later, statistics quoted in the 1984 Journalism Ethics Report showed that 40 percent of the journalism schools taught ethics as a separate course,[17] an increase of 13 percent over a four-year period.

There is no debate concerning the importance of teaching ethical decision making as part of the journalism curriculum. There is, however, debate about whether ethics should be taught as a separate course or whether ethical considerations are an ongoing subject that is covered best as issues throughout the curriculum and during the students' entire education.

Fred D. Behringer, chairman of the SPJ,SDX Ethics Committee, reports that journalism educators who responded to an informal survey by the committee suggested that more attention is being given to the teaching of ethics.[18] Educators also say that journalism students are more aware of ethical dilemmas now than they were 10 years ago.

George E. Reedy, Marquette University, an advocate of a separate and required ethics course, said that journalism students lack the necessary formal knowledge of ethics to express their concerns and approach ethical decision making in a systematic way. "They need more acquaintance with general principles." And he warned that a profession without due concern for ethical questions is "bound to go down the drain."[19]

Clifford Christians, University of Illinois at Urbana-Champaign and author of Media Ethics: Cases and Moral Reasoning, agrees that ethics is a discipline and needs the systematic attention of a separate course. "It [discipline of ethics] cannot rely solely on occasional discussions as they occur in editing, reporting, etc. Schools that have a separate course have been able to accomplish more than those who rely on the pervasive method."[20]

On the other hand, other educators believe that ethics should be taught as part of every course in the journalism curriculum but not as a separate course. Some see teaching ethics as a "substantial challenge"[21] and doubt that college students bring enough background from secondary education to grapple with ethics.[22]

"My sense is that students today wish to be more informed about ethics than they are," David Klate'l. Boston University, said. "They know their own weaknesses pretty well -- but often do not have the sophisticated secondary education necessary to grasp the underlying implications of ethics (or a moral code)."[23]

TEACHING ETHICS IN SECONDARY SCHOOLS

Should ethics be taught in a high school journalism class? Should high school journalists engage in moral decision making?

Perhaps Dwight Teeter's call for a new ethical imperative begins at the beginning, in the journalism classroom on the high school level.

Twenty-four percent of the professional journalists surveyed in a study done at Indiana University cited their high school teacher as the person having the most profound influence on their personal ethics.[24] These statistics show that high school teachers do make an impact on the development of personal ethics within some students who go into the profession.

To journalism teachers and publication advisers who find that their jobs depend on the results of ethical decisions made by staff members and student editors, an introduction to ethics is essential in a high school journalism class. For this reason, helping students develop standards for ethical decision making is a vital first step in practicing First Amendment rights.

There are advisers who lead students through a systematic exercise in ethical decision making; thus, those advisers feel a deep sense of responsibility for the decisions and actions of

staffs and editors. However, most journalism teachers and advisers have had little background in applied or professional ethics. They have had no preparation to train high school newspaper or yearbook staffs to consider long-term consequences of immediate action nor to guide students in decision making within a systematic moral framework.

Textbooks available for high school journalism courses are weak in the area of ethics. David Knott's[25] study of textbooks used in the 18 states that have statewide textbook adoption and in the 10 largest school districts in the United States found that four books are selected more often than others, but the books say very little about press law and ethics.

Teachers and students who assume that references to press law included in their journalism textbooks are accurate and that the texts generally reflect the legal standards of professional journalism should take another look at textbooks used in scholastic journalism in this country.

Knott's study implies that textbook information is misleading and incorrect. His study concludes that textbooks are often "condescending in the manner in which they suggest students lack the maturity if not the legal right to function as journalists."[26] Within those same textbooks, the guidelines for making ethical decisions are nonexistent. Textbooks give no attention to analytical thinking and decision making; they draw no distinction between press law and personal ethics and place no emphasis on maintaining a delicate balance between exercising rights and assuming the responsibility of the consequences of those actions.

With a topic so comprehensive yet with consequences so far-reaching, how can ethics be taught to high school journalism students and publication staffs?

PRINCIPLES FOR TEACHING ETHICS

First, teachers must help students make a philosophical distinction between legal considerations and moral implications by teaching ethics as a separate course.[27] It may be a two-day summer workshop session or a three-week teaching unit in the journalism course. A high school journalist needs a clear delineation to work through the legal morass in addition to wrestling with the troubling moral problem.

Ethical issues must be recognized for what they are and labeled as such. Engaging students in assessment and in the use of cognitive judgment is essential in the teaching process, according to the authors of Teaching Ethics in Journalism Education.[28]

"...students can provide each other with ethically acceptable reactions to journalism problems and sharpen one another's ability to discover the ethical dimensions of various practices and policies,"[29] the authors say. They further suggest that those students who accept their own ignorance on a variety of topics and who are guided effectively become much more precise in their definition of ethical concepts and moral principles.

Secondly, students need to work through complex ethical problems using case studies and concrete examples as tools for this exercise. Most teachers who are trained in the teaching of applied and professional ethics believe that this method is the

best way to present the difficulties of moral decision making.[30]

Using examples from journalism history or from present-day events, students can learn to recognize the many areas where "ethical questions permeate the profession."[31] Young journalists can begin to develop a basis for personal and professional ethics and according to Deni Elliot, who recently completed her doctoral work at Harvard University with a dissertation on the teaching of journalism ethics, "Students can gain practice in doing on the job ethics under the careful tutelage of an instructor who wants them to become the best decision makers they can be."[32]

Finally, teachers need to emphasize the process of decision making as they challenge students to think analytically and to act with moral conviction.[33]

A critical attitude must be constant so that students come to see it as an integral part of thinking philosophically and begin to acquire it as a habit of mind. Only when students develop this critical state of mind can they examine their own values and beliefs. When teaching ethics, it is important that teachers explain why it is important to scrutinize and challenge codes, beliefs and values.[34]

"Students must understand that the point is to help them assess whether living by these values and beliefs will actually give them a good life. Once students understand that this criticism is in their interest they are quite willing to participate even though the process is uncomfortable and at times even painful," one teacher emphasizes.[35]

Analytical thinking and the process of decision making must

be made the center of the course material. Teachers must send students through an "explicit series of decision making steps to increase the likelihood of successful problem-solving rather than leaving this proficiency to happy chance."[36] Introduction to topics or case studies is not enough. There must be attention to the process of critical thinking and the action of decision making.

VARIETY IN APPROACH

One such teaching unit has been singled out for excellence by the Secondary Education Division of AEJMC.[37] The unit, prepared by Indiana educator Dennis Cripe, won an award for the best high school teaching unit in press freedom in 1983. It is a unit that emphasizes the ethical concepts separate from the legal rights.

It is a short, introductory unit taught through the history of journalism before students write their first lead. The study climaxes with each student formulating an individual code of ethics; it later culminates with a group "declaration of principles" and eventually the publication editorial policy.

The unit does not reiterate student press freedoms won or lost; it does not list court cases and legal precedents. Instead, it is a thematic study in the use and misuse of power, specifically media power. Episodes from journalism history that reveal how power corrupts are selected and used as case studies. The author then systematically raises questions and forces students to recognize the issues as moral issues, to analyze the situation and to offer possible solutions. He then insists that each student choose a resolution and defend that choice.

The unit includes these reliable resources available to any

teacher designing a unit in ethics: 1) The Press and America, Emery.[38] From this text the study focuses on the personalities of Joseph Pulitzer and William Randolph Hearst, the excessive use of media power and yellow journalism. 2) Four Theories of the Press, Siebert.[39] Using this text, the unit introduces the right of privacy and looks at the crucial balance between individual rights and press freedom. 3) Citizen Kane, the classic film illustrating the use and abuse of power.[40] The film is used to reinforce the theme and to introduce other examples including the "War of the Worlds" radio episode and Janet Cook's drug composite story in the Washington Post.

The primary purpose of the unit, which is planned as a three-week study, is to examine particular historical events and from that examination to question principles of conduct. Thus emphasis, pedagogically speaking, is not on learning in the cognitive domain; instead, emphasis is on learning in the affective domain:[41] learning that culminates in responsible action based on a knowledge of historical fact. It is a study in ethics that challenges students to think and to act with conviction.[42]

Another unit in ethics designed for high school journalism students is an exercise in moral decision making that was presented to a teaching methods session of the Secondary Education Division of AEJMC 1983 convention.

Calling it the "Island Dilemma," the author tells students that they have inherited an island on which they must establish ruling procedures and freedoms.[43] The first decision the "citizens" of the island must make is whether or not they will allow a

free press.

The study uses sample dilemmas from actual media conflicts that pit the press against the privacy of the individual citizen, the national interest of the newly-formed government against the citizen's right to know the facts and the journalist's personal convictions against the new laws for the imaginary island. Using such case studies, the unit presents the conflicts, then forces the student journalists to discuss the ethical ramifications and to examine the consequences.

To give students a background for discussion and decision making, the author of the unit suggests these resources: 1) Mary Kate's War, a film that recreates Mary Katherine Goddard's effort to uphold freedom of the press in colonial America.[44] 2) The Complete Reporter, Johnson, a resource for ethics and libel.[45] 3) A re-enactment of the John Zenger trials and 4) The Code of Ethics or Canons of Journalism from the American Society of Newspaper Editors.

A third teaching unit in ethics, this one designed for a large group session, is one used at a high school summer journalism institute at the University of South Carolina College of Journalism.

Again, case studies are presented and students are forced to consider the moral implications apart from the legal considerations. The vignettes for this unit, however, are based, not on history nor examples from the professional media, but from up-to-date controversies involving high school newspapers and yearbooks.

Material for such real-life situations abounds. Summary after summary of up-to-date court cases and pre-trial litigation

can be found in issues of the Student Press Law Center REPORT.[46]

Although the case studies are drawn from legal situations where student First Amendment Rights are the issue, the goal of the teaching unit is to help students distinguish between legal rights and moral responsibilities. Knowledge of First Amendment Rights is necessary, but the purpose of the study is to identify the problem as a moral issue separate from the legal issue.

These additional resources are recommended for background in law and ethics: 1) Ethics and Responsibilities of Advising College Student Publications, Kopenhaver and Click;[47] 2) Mass Communication In A Nutshell, Zuckman and Gaynes;[48] 3) Mass Media Law, Pember;[49] 4) Responsibility in Mass Communication, Rivers and Schramm;[50] 5) Media Ethics: Cases and Moral Reasoning, Christians, Rotzoll and Fackler.[51]

For the first unit cited here, Dennis Cripe writes in his statement of goals: "Too many students have never considered the proper questions, let alone fashion an answer they could live with ethically."

How does a journalism teacher fashion the "proper question" for a class? How does an adviser lead a staff through a systematic process of decision making to find answers "they can live with?"

Often in the heat of controversy where emotion rules, analytical reasoning is lost in the outcry. No teacher can control such debate without a systematic process to guide a staff as they decide, not what they can do legally, but what they ought to do ethically.

One such system of moral decision making is explained in

Media Ethics: Cases and Moral Reasoning.[52] This writer takes the liberty here to modify that system of moral reasoning somewhat to make it appropriate for use with a publication staff or with a high school journalism class.

STEP ONE: Identify and consider only the essential facts.
Rumor must be specified as just rumor and eliminated from the discussion.
Precisely what has transpired to this point?
What are the facts leading up to this dilemma?

STEP TWO: Put into focus the community/school values at play in the decision.
What reason does the administration have for its action?
Why would the faculty (students, community, parents, administration) react negatively to your decision?
What reason do they have for their negative reaction?

STEP THREE: Refer to time-honored moral principles to mark the way in the ethical debate.
Can we find a moral principle to support the wrongness or rightness in our action?
Are we reacting as one small group to a situation that we say is wrong (or right) only because we say it is wrong (or right)?

STEP FOUR: Clarify and identify each person's ultimate loyalties.
Do we owe our loyalty to our student readers? (teachers? administration? school? community?

parents? an individual?) Are we placing our ultimate loyalty in ourselves? our integrity? our conscience?

Figure 1 is a model for analyzing a situation to determine moral action, and a guide that advisers and journalism teachers can find useful as they lead their staffs through the maze of moral decision making. For that matter, professional journalists, too, could find this method of questioning useful in finding that delicate balance between legal rights and ethical action.

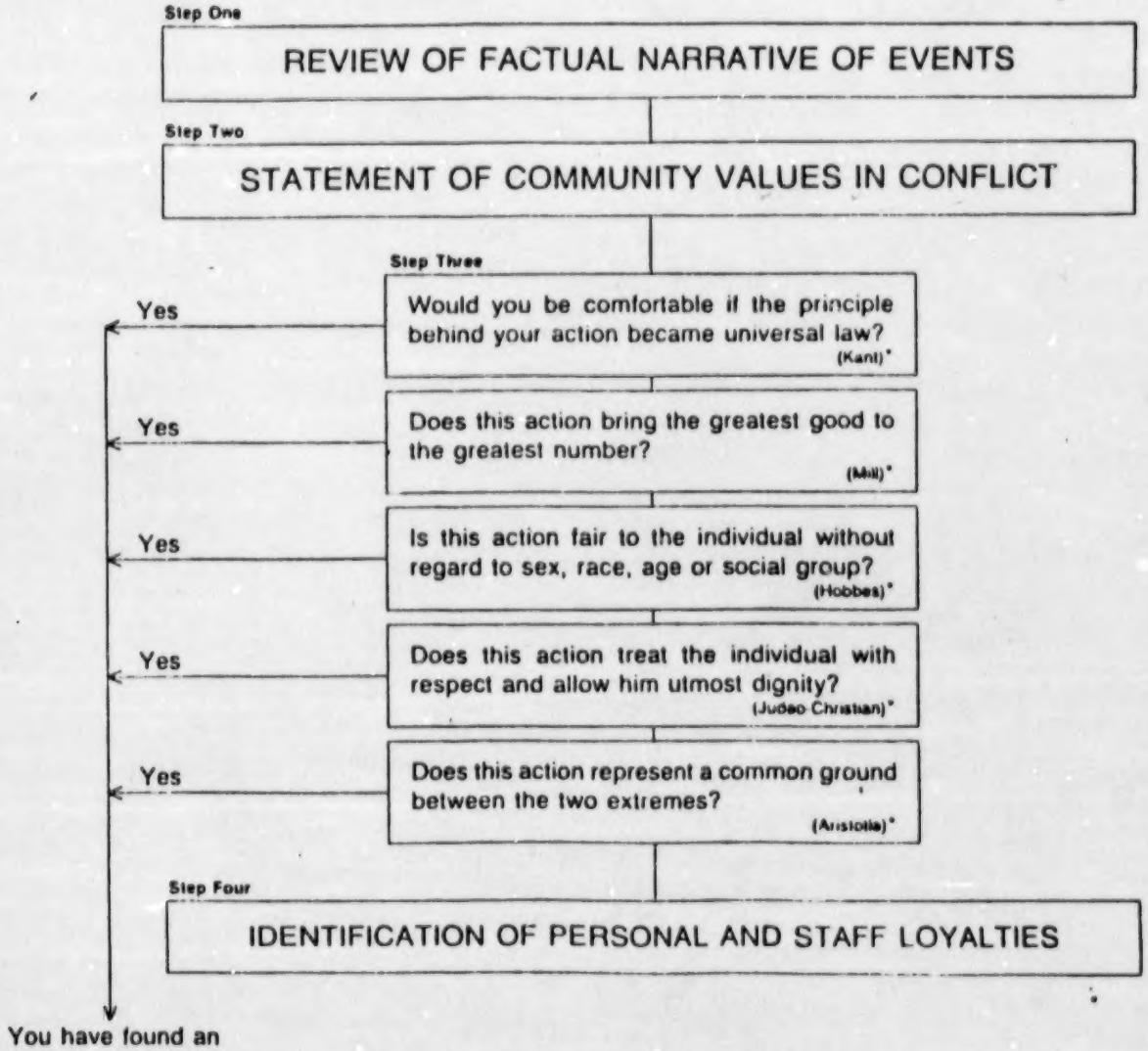
CONCLUSION

Guiding students through the confusing and sometimes painful process of moral decision making is not easy; nevertheless, it is a responsibility that high school journalism teachers and publication advisers can no longer push aside. The excuse that there is so little time is no longer acceptable. The belief that there are no guidelines for teaching ethics is no longer valid.

Journalism teachers, on both the college and secondary levels, whether they like it or not, do instill moral conviction and ethical standards in students. Those standards eventually effect the personal morality of professional journalists that is ultimately reflected in the media.

Thus, teaching writing and editing skills is not enough. Teaching character through teaching how to value and what to value is part of the journalism educator's responsibility. "Character development and efficient cooperation are as much areas of excellence as academic learning."[54] Journalism students can learn to become good decision makers in much the same way they learn to become good reporters and writers.

MODEL FOR ETHICAL DECISION MAKING


Step One
REVIEW OF FACTUAL NARRATIVE OF EVENTS
Step Two
STATEMENT OF COMMUNITY VALUES IN CONFLICT
Step Three
Would you be comfortable if the principle behind your action became universal law? (Kant)*
Yes
Does this action bring the greatest good to the greatest number? (Mill)*
Yes
Is this action fair to the individual without regard to sex, race, age or social group? (Hobbes)*
Yes
Does this action treat the individual with respect and allow him utmost dignity? (Judeo-Christian)*
Yes
Does this action represent a common ground between the two extremes? (Aristotle)*
Yes
Step Four
IDENTIFICATION OF PERSONAL AND STAFF LOYALTIES
You have found an answer you can live with ethically.

*Time tested moral alternatives referred to in Media Ethics: Cases and Moral Reasoning[53]

(Figure 1)

From the professional press to the high school press comes a renewed charge to balance legal rights with ethical consideration. This new awareness begins in journalism education, and there is no better place to begin than in secondary education.

[1]Christian Science Monitor, 20 December 1984, p. 23.

[2]Clint O'Conner, "First Amendment Watchdog," Washington Journalism Review, March 1985, pp. 12, 13.

[3]The Adversary Press, Report of Modern Media Institute Ethics Center Seminar (St. Petersburg, Fla.: Modern Media Institute, 1983), p. 35.

[4]Columbia, S.C., State, 21 February 1985, p. 14-A.

[5]NBC Nightly News, 19 February 1985.

[6]Dwight L. Teeter Jr., "Legal and Ethical Imperatives for Journalism Education and Mass Communications Education" Presentation at Symposium on the Future of Journalism and Mass Communication, University of South Carolina College of Journalism, Columbia, S.C., 21 February 1985.

[7]Ibid.

[8]Columbia, S.C., State, 16 September 1984, p. 3-D.

[9]Interview with Louis Inglehart, Midwinter meeting of Secondary Education Division of Association for Education in Journalism and Mass Communication, Indianapolis, Indiana, 12 January 1985.

[10]The Adversary Press, p. 18.

[11]William Bennett and Edwin J. Delattre, "Moral Education in the Schools," The Public Interest 50 (Winter 1978), p. 88.

[12]The Adversary Press, p. 13.

[13]Ibid.

[14]Phil J. Record, "Journalists Reach for Credibility," Journalism Ethics Report, prepared by Society of Professional Journalists, Sigma Delta Chi, 1984-1985, p. 3.

[15]Deni Elliott, "Education: Avoiding Indoctrination Through Ethics Instruction," Journalism Ethics Report, prepared by Society of Professional Journalists, Sigma Delta Chi, 1984-1985, p. 31.

[16]Clifford G. Christians and Catherine L. Covert, Teaching Ethics in Journalism Education, The Hastings Center Series on The Teaching of Ethics, no. III (New York: Institute of Society, Ethics and the Life Sciences, 1980), p. 12.

[17]Fred Behringer, "Education: Journalism Teachers Urge More Attention to Ethics," Journalism Ethics Report (Society of Professional Journalists, Sigma Delta Chi, 1984-1985), p. 32.

[18]Ibid.

[19]Journalism Ethics Report, 1984-1985, quoted in Fred Behringer, "Education: Journalism Teachers Urge More Attention to Ethics," (Society of Professional Journalists, Sigma Delta Chi), p. 32.

[20]Ibid.

[21]Ibid.

[22]Ibid.

[23]Ibid.

[24]AEJMC News (Report of plenary session, American Journalists and Newspaper Ethics: New and Recurring Questions, 6 August 1984), November 1984. p. 7.

[25]David Knott, "Teaching Press Law and Ethics: What Textbooks Lack," School Press Review 59 (Summer 1984): 6.

[26]Ibid., p. 7.

[27]Clifford, p. 23.

[28]Ibid., p. 38.

[29]Ibid., p. 38.

[30]The Teaching of Ethics in Higher Education, The Hastings Center Series on the Teaching of Ethics, no. I (New York: Institute of Society, Ethics and Life Sciences, 1980), p. 70.

[31]Elliott, p. 31.

[32]Ibid.

[33]Christians, p. 39.

[34]Fred Korn, "What's Right? There's No Consensus," Journalism Ethics Report, 1984-1985 (Society of Professional Journalists, Sigma Delta Chi), p. 36.

[35]Ibid.

[36]Christians, p. 39.

[37]Dennis Cripe, "Teaching Ethics as a Unit of Journalism History." Unpublished unit prepared for presentation to Association for Education in Journalism and Mass Communication, Oregon State University, 1983.

[38](Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972).

[39](Freeport, N.Y.: Books for Libraries Press, 1973).

[40](RKO Radio Pictures, Inc., 1941).

[41]Benjamin Samuel Bloom et al., Taxonomy of Educational Objectives; The Classification of Educational Goals (New York: D. McKay Co., Inc., 1969).

[42]Roy Alden Atwood, "Ability and Inclination Learning Are Goals for History Course," Journalism Educator, 38: 35-38 (Autumn 1983).

[43]Rick Howell, "The Island Dilemma." Unpublished unit prepared for presentation to Association for Education in Journalism and Mass Communication, Oregon State University, August 1983.

[44](Washington, D.C.: National Geographic Society, 1975).

[45](New York: Macmillan and Co., 1965).

[46]SPLC Report, Washington, D.C.

[47]National Council of College Publications Advisers (Series in College Student Press Service), 1978.

[48](St. Paul: West Publishing Co., 1977).

[49](Dubuque: Wm. C. Brown Company Publishers, 1981).

[50](New York: Harper and Row, 1969).

[51](New York: Longman Inc., 1983).

[52]Ibid., pp. 8-19.

[53]Ibid.

[54]Developing Character: Transmitting Knowledge, Sustaining the Momentum for Reform in American Education (Posen, Ill.: By the Authors, 2506 W. 147th St., 1984), p. 6.